



## Studies in the News for



## Children and Families Commission

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## **Introduction to Studies in the News**

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

## **How to Obtain Materials Listed in SITN:**

- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Resources & Government Publications at (916-654-0081; [csinfo@library.ca.gov](mailto:csinfo@library.ca.gov)).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

## **IMPROVED CHILD DEVELOPMENT**

**State-by-State Head Start Program Information Report (PIR) Data in 2006. By the Center for Law and Social Policy. (CLASP, Washington, DC) June 2008. Various pagings.**

[Included are “individual state pages analyzing Head Start PIR [Program Information Report] data for 2006, which all programs are required to report to the federal government on an annual basis. Data include information on programs, participants, families, and staff for all Head Start programs in each state, including preschool, Early Head Start, American Indian and Alaskan Native, and Migrant Head Start.”]

Links to full-text reports and interactive map at:

<http://www.clasp.org/publications/headstartpir2006.htm>

**“The Effects of Background Television on the Toy Play Behavior of Very Young Children.” By Marie Evans Schmidt and others. IN: Child Development, vol. 79, no. 4 (July/August 2008) pp. 1137-1151.**

[“Having the television on in the background while preschoolers play with their toys disrupts their efforts to sustain attention, even when they don't pay much attention to it, and may harm their development, researchers report.... Pediatricians recommend no TV for children under age 2, yet studies show that three quarters of very young children in America live in homes where the TV is on most of the time.” Reuters Health (July 17, 2008.)]

Full text at: <http://www3.interscience.wiley.com/cgi-bin/fulltext/120775712/PDFSTART>

**“Preschool Programs Can Boost School Readiness.” By William T. Gormley and others. IN: Science, vol. 320. no. 5884 (June 27, 2008) pp. 1723 – 1724.**

[“Oklahoma's prekindergarten (pre-K) program has generated attention because it is universal, is based in the school system, and reaches a higher percentage of 4-year-olds than any other state pre-K program. Oklahoma's state funded pre-K program channels aid to local school districts, which are free to run full-day programs, half-day programs, or both. Federally funded Head Start programs, which are targeted to poor or otherwise at-risk children, and private day care centers are also eligible for state funding if they establish ‘collaborative’ relations with their local school district. The Oklahoma pre-K program has relatively high standards compared with those of other states and offers relatively high pay and benefits to well-qualified teachers. Every lead teacher must have a B.A. degree and must be certified in early-childhood education. Student teacher ratios of 10-to-1 and class sizes of 20 must be maintained. The Community Action Project (CAP) of Tulsa County, whose Head Start program serves the largest number of children in Tulsa, is eligible for state funding. Its teachers meet the same standards as their Tulsa Public Schools (TPS) counterparts and receive similar pay. Here, we estimate the short-term test score gains for children in Tulsa's pre-K and Head Start programs.”]

Full text at: <http://nieer.org/resources/research/Gormley062708.pdf>

Supporting online material: 18 p.

<http://www.sciencemag.org/cgi/data/320/5884/1723/DC1/2>

**Early Years Education: How do they do it in Sweden? (Sweden versus the UK.)  
Added to YouTube, February 11, 2008. Video from Teachers.tv**

[“This programme explores the Swedish approach to nursery education. What is the secret to their success? What factors combine to help Swedish children perform so well in European literacy tables? On the face of it, Sweden's attitude to teaching nursery

children is incredibly relaxed and informal. There is little structured learning, play is paramount, there are few locks or security coded gates and children are encouraged to help with cleaning and catering. Most Swedish children who leave pre-school at the age of six cannot read or write. Yet within three years of starting formal schooling at the age of seven, these children lead the literacy tables in Europe. We travel to Motala - a small town set beside Sweden's second biggest lake - to discover just how they achieve such stunning results. Could the absence of testing, inspection and excessive paperwork, combined with a strong emphasis on play and relaxation, be the very secret of their success?" Teachers.tv (September 18, 2006.)]

Video, Part 1 - 7:54: <http://www.youtube.com/watch?v=ecinNaR32Qs&feature=related>

Video, Part 2 - 9:29: <http://www.youtube.com/watch?v=cmdHvkcMhZ4&feature=related>

Video, Part 3 - 9:58: <http://www.youtube.com/watch?v=eo1AJWqCIww&feature=related>

Video also available on Teachers.tv (registration required) 30:00:

<http://www.teachers.tv/video/12090>

## **IMPROVED FAMILY FUNCTIONING**

**A New Safety Net for Low-Income Families. By Sheila R. Zedlewski and others. New Safety Net Paper series. Nos. 1-7. (The Urban Institute, Washington, DC) July 2008.**

[“A series of essays and commentaries explores the challenges low-income households face as they struggle to get by, too often forced to make impossible choices among food, housing, and health care. The authors suggest ways to protect them and help them thrive - - urgent goals with far-reaching benefits for our children, our families, and our economic future.” Urban Institute Update (July 17, 2008.)]

Full text of all New Safety Net Papers at: <http://www.urban.org/projects/newsafetynet/>

**“A Three-Tier Model of Parent Education in Early Childhood: Applying a Problem-Solving Model.” By Laura Lee McIntyre and Leah K. Phaneuf, Syracuse University, New York. IN: Topics in Early Childhood Special Education, vol. 27, no. 4 (Winter 2007) pp. 214-222.**

[“Young children with developmental disabilities may be at heightened risk for experiencing problem behavior. Evidence suggests that inappropriate behavior in young children may be related to negative parent-child interactions. Parent education and support programs have a long history of utility and effectiveness in reducing negative parent-child interactions and behavior problems. Although these programs may be effective in preventing and resolving childhood behavioral problems, not every family benefits uniformly. This article discusses how a three-tier model of intervention can be applied to parent education for young children with developmental disabilities in the

context of early childhood education programs. Furthermore, the authors discuss how a problem-solving model can be used to make decisions regarding intervention provision.”  
NOTE: A Three-Tier Model... is available for loan.]

**Your Guide to Nurturing Parent-Child Relationships: Positive Parenting Activities for Home Visitors. By Nadia Hall and others. (Paul H. Brookes Publishing Co., Baltimore, Maryland) 2008. 273 p.**

[“Developed out of three training curricula that have been extensively field tested and used in workshops across the United States and Canada, this highly practical guide gives home visitors proven, flexible and culturally sensitive tools to help parents strengthen their relationships with their children.... Virtually a training program in itself, this engaging guide will help home visitors harness parents’ inherent strengths, build their parenting competencies, and empower them with useful strategies.” NOTE: Your Guide to Nurturing... is available for loan.]

## **IMPROVED HEALTH**

**“Financial Burden in Families of Children with Special Health Care Needs: Variability among States.” By Paul T. Shattuck and Susan L. Parish. IN: Pediatrics, vol. 122, no. 1 (July 2008) pp. 13-18.**

[“Therapies, rehabilitation and specialty medical care are just a few of the extra costs that parents face when raising children with special needs. ...Paul T. Shattuck, Ph.D., professor of social work at Washington University in St. Louis, found that families with similar demographics and nature of their children's special needs have different out-of-pocket health expenditures depending on the state in which they live. ‘This is one of the few studies that focuses on families' costs when caring for children with special needs, rather than the overall cost for society as a whole,’ he says. The study's authors ranked all 50 states and the District of Columbia, using survey data from 2000 and 2001, in terms of the average percentage of special needs families that shoulder an additional financial burden, the yearly average extra costs of those families and the size of these costs relative to family income.” Press release, Washington University in St. Louis (July 10, 2008.) NOTE: Financial Burden in Families... is available for loan.]

**Preventing Child Abuse and Neglect in the United States: Six Experts’ Views. Working Paper. No. WR-596. Edited by Rebecca Shaw and M. Rebecca Kilburn. (Rand Corporation, Santa Monica, California) July 2008. 35 p.**

[“On behalf of the Doris Duke Charitable Foundation’s Child Abuse Prevention Program, the RAND Corporation’s Promising Practices Network ([www.promisingpractices.net](http://www.promisingpractices.net)) asked six professionals knowledgeable about child abuse and neglect prevention to answer the following question: ‘If you had \$5 million to spend

each year for the next five years to prevent child abuse and neglect in the United States, how would you spend it?' The authors represent a variety of backgrounds and perspectives. Each author has written a thoughtful response to the question, and taken together, the set of papers offers a broad range of innovative ideas and strategies to make a significant impact on the prevention of child abuse and neglect.”]

Full text at: [http://www.rand.org/pubs/working\\_papers/2008/RAND\\_WR596.pdf](http://www.rand.org/pubs/working_papers/2008/RAND_WR596.pdf)

**“Maternal Obesity and Risk of Infant Death Based on Florida Birth Records for 2004.” By Daniel R. Thompson and others. IN: Public Health Reports, vol. 123 (July/August 2008) pp. 487-493.**

[“In March 2004, Florida implemented a revised birth record that includes maternal height and pre-pregnancy weight. The addition of these two measures made it possible to conduct population-based analyses using body mass index (BMI). The purpose of the analysis, as presented in the article, was to assess and quantify the relationship between pre-pregnancy BMI and risk of infant death for the 2004 Florida birth cohort. Data were drawn from the Florida resident birth records for the period March-December 2004.... The authors found that - Infants born to women who were obese had odds of infant death that were 23% higher than the odds for the reference group of infants born to women with normal BMIs. - The association between maternal pre-pregnancy weight and infant death was more pronounced for infants born to women classified as morbidly obese, with odds of infant death that were 70% higher than odds for the reference group.”]

Full text at: [http://www.publichealthreports.org/userfiles/123\\_4/487-493.pdf](http://www.publichealthreports.org/userfiles/123_4/487-493.pdf)

## **IMPROVED SYSTEMS OF CARE**

**State of the World’s Children 2008: Child Survival. By the United Nations Children’s Fund. (UNICEF, New York, New York) December 2007. 164 p.**

[“The nonpartisan Every Child Matters Education Fund surveyed 800 registered voters and found that regardless of party, strong majorities are concerned about a recent UNICEF report ranking U.S. child well-being near the bottom of the industrialized world. The majority of those surveyed agree that ‘we need bold leadership to address poverty, child abuse, health, and education.’ A quarter of registered voters could not give any response when asked about the two candidates' strengths on children's issues.” CFK Update (July 23, 2008.)]

Full text at:

[http://www.unicef.org/publications/files/The\\_State\\_of\\_the\\_Worlds\\_Children\\_2008.pdf](http://www.unicef.org/publications/files/The_State_of_the_Worlds_Children_2008.pdf)

**America's Children in Brief: Key National Indicators of Well-Being, 2008. By the Federal Interagency Forum on Child and Family Statistics. (U.S. Government Printing Office, Washington, DC) 2008. 23 p.**

[“Each year since 1997, the Federal Interagency Forum on Child and Family Statistics has published a report on the well-being of children and families.... The Forum fosters coordination and integration among 22 Federal agencies that produce or use statistical data on children and families.... The indicators and background measures presented in ‘America’s Children in Brief’ all have been used in previous reports by the Forum. Indicators are chosen because they are easy to understand; are based on substantial research connecting them to child well-being; vary across important areas of children’s lives; are measured regularly so that they can be updated and show trends over time; and represent large segments of the population, rather than one particular group. The indicators are organized into seven sections, each focusing on a domain relevant to children’s lives: Family and Social Environment, Economic Circumstances, Health Care, Physical Environment and Safety, Behavior, Education, and Health.”]

Full text at: [http://www.childstats.gov/pdf/ac2008/ac\\_08.pdf](http://www.childstats.gov/pdf/ac2008/ac_08.pdf)

**The 2008 Foundation for Child Development Child and Youth Well-Being Index (CWI) Report. By the Foundation for Child Development. (The Foundation, New York, New York) July 22, 2008. 32 p.**

[“The quality of life of American children has been stalled since 2002, according to the Foundation for Child Development (FCD) 2008 Child Well-Being Index (CWI), an annual comprehensive measure of how children are faring in the United States.... The CWI calculates the overall status of American children for every year since 1975, and finds less than a three percent improvement for kids over the past generation. ‘The slow growth of recent years is troubling; we haven’t made enough progress to shield ourselves for the future. Our data show us that the economic recession and slowdown of 2001-2002 hurt children. We also expect that the current challenges in the housing, employment, energy and food sectors will have negative impacts on our children’s well-being in years to come,’ said Kenneth Land, project coordinator of the CWI....” Foundation for Child Development press release (July 22, 2008.)]

Full text at: [http://www.fcd-us.org/usr\\_doc/2008AnnualRelease.pdf](http://www.fcd-us.org/usr_doc/2008AnnualRelease.pdf)

**“Child Care Problems and Employment among Families with Preschool-Aged Children with Autism in the United States.” By Guillermo Montes and Jill S. Halterman. IN: Pediatrics, vol. 122, no. 1 (July 2008) pp. e202-e208.**

[“The purpose of this work was to describe the child care arrangements of children with autism and to determine whether families of preschool-aged children with autism are more likely to report that child care arrangements affected employment compared with

typically developing children and children at high risk for developmental problems.... Parents of 16 282 preschool-aged children were surveyed by the National Survey of Children's Health.... Results. Ninety-seven percent of preschool-aged children diagnosed with autism spectrum disorder were cared for in community settings, particularly preschool and Head Start, with only 3% in exclusive parental care. Thirty-nine percent of the parents of children with autism spectrum disorder reported that child care problems had greatly affected their employment decisions, compared with 16% of the children at high risk and 9% of those who were typically developing. ...families with a child with autism spectrum disorder were 7 times more likely to state that child care problems affected employment than other families.... This effect was 3 times larger than the effect of poverty.... Developmental problems and autism spectrum disorder are associated with higher use of child care services and higher probability that child care problems will greatly affect employment. These findings warrant evaluation of the community resources available to families with children with special needs.”]

Full text at: <http://pediatrics.aappublications.org/cgi/reprint/122/1/e202>

**5 Ideas for Children Five Years and Under. By Jennifer Stedron and Steffanie Clothier. (National Conference of State Legislatures, Denver, Colorado) June 2008. 4 p.**

[“Many states are moving ahead with policies aimed at improving the early learning opportunities for young children, particularly those at risk of school failure. NCSL’s new policy brief highlights 5 options and gives examples of state efforts to focus on children at risk, promote early learning programs such as child care and preschool, improve teacher and caregiver skills, support effective parenting, and strengthen infrastructure to support these efforts with financing, data systems, and higher education.” NCSL’s Early Care and Education E-Update (July 2008.)]

Full text at: <http://www.ncsl.org/print/cyf/fiveideasforchildren.pdf>

**STUDIES TO COME**

*[The following studies, reports, and documents have not yet arrived. California State Employees may place requests, and copies will be provided when the material arrives. All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.]*

**“Family Resources and Parenting Quality: Links to Children's Cognitive Development across the First Three Years.” By J. Lugo-Gil and C.S. Tamis-LeMonda. IN: Child Development, vol. 79, no. 4 (July/August 2008)**



[“Mothers with greater social and economic resources were found to be more supportive parents than those with fewer resources, which in turn affected young children's cognitive performance. Conversely, children's cognitive performance also influenced mothers' supportiveness, which included displaying more warmth and sensitivity, and encouraging more cognitive stimulation. This was true even among low-income families. Findings are from the Early Head Start Research and Evaluation Study, which included 2,089 low-income mothers and their children.” EurekAlert! (July 15, 2008.) NOTE: Family Resources... will be available for loan.]

**The Lengthening of Childhood. By David Deming and Susan Dynarski. NBER Working Paper. No. 14124. (National Bureau of Economic Research, Cambridge, Massachusetts) 31 p. June 2008. 31 p.**

[“Forty years ago, 96% of six-year-old children were enrolled in first grade or above. As of 2005, the figure was just 84%. The school attendance rate of six-year-olds has not decreased; rather, they are increasingly likely to be enrolled in kindergarten rather than first grade. This paper documents this historical shift. We show that only about a quarter of the change can be proximately explained by changes in school entry laws; the rest reflects ‘academic redshirting,’ the practice of enrolling a child in a grade lower than the one for which he is eligible. We show that the decreased grade attainment of six-year-olds reverberates well beyond the kindergarten classroom.” NOTE: Lengthening of Childhood... will be available for loan.]

**“Association of Infant Child Care with Infant Feeding Practices and Weight Gain among U.S. Infants.” By Juhee Kim and Karen E. Peterson. IN: Archives of Pediatrics and Adolescent Medicine, vol. 162, no. 7 (July 2008) pp. 627-633.**

[“With more new mothers in the workplace than ever before, there has been a corresponding increase in the number of child-care facilities in the United States. At the same time, data from a variety of sources point to a growing prevalence of overweight infants and toddlers. Is there a connection? According to a new study co-written by University of Illinois community health professor Juhee Kim and Karen Peterson, a professor of nutrition and society at Harvard University’s School of Public Health, child-care factors and feeding practices may indeed play a role. ‘Our study is the first to report, to our knowledge ... the potential importance of infant child care on infant nutrition and growth,’ the researchers said.... ‘The results of this study indicate that structural characteristics of child care, such as age at initiation, type and intensity, were all related to infant feeding practices and weight gain among a representative sample of U.S. infants.’ Specifically, Kim and Peterson found that 9-month-old infants who routinely receive non-parental care - provided by relatives, licensed day-care centers or more informal child-care providers - may experience higher rates of unfavorable feeding practices. The babies also weigh more than those whose primary caregivers are their parents.” News Bureau, University of Illinois at Urbana-Champaign (July 11, 2008.) NOTE: Association of Infant Child Care... will be available for loan.]

**“How Free of Tobacco Smoke Are 'Smoke-Free' Homes?” By Krassi Rumchev and others. IN: Indoor Air, vol. 18, no. 3 (June 2008) pp. 202-208.**

[“Parents who smoke outside their house are still exposing their children to the harmful effects of passive smoking, an Australian study suggests. The study found that the levels of respirable suspended particles, including nicotine, were significantly higher in houses where smokers lived than in smoke-free homes - even if they only smoked outside.... Lead author of the study, Dr Krassi Rumchev... says the findings indicate that the level of passive smoking by children at home may be underestimated, as those whose parents smoked outside were exposed to levels of environmental tobacco smoke high enough to cause harm. ‘According to the study, smoking outdoors seems inadequate to protect children,’ Rumchev says. ‘[The] results demonstrate clearly that if parents want a smoke-free environment for children, they need to stop smoking.’ She adds that children were more likely to have respiratory illnesses including asthma, coughs and colds than those in tobacco-free households.” ABC Science (June 16, 2008.) NOTE: How Free of Tobacco... will be available for loan.]

**“A Developmental Perspective on Full- Versus Part-Day Kindergarten and Children's Academic Trajectories through Fifth Grade.” By Elizabeth Votruba-Drzal and others. IN: Child Development, vol. 79, no. 4 (July/August 2008) pp. 957-978.**

[“Children in full-day kindergarten have slightly better reading and math skills than children in part-day kindergarten, but these initial academic benefits diminish soon after the children leave kindergarten. This loss is due, in part, to issues related to poverty and the quality of children's home environments. Those are the findings from a new study by researchers at the University of Pittsburgh and Loyola University Chicago. Published in... the journal ‘Child Development,’ the study sheds light on policy discussions as full-day kindergarten programs become increasingly common in the United States.” NOTE: A Developmental Perspective... will be available for loan.]

## **CONFERENCES AND FUNDING OPPORTUNITIES**

**The Central Coast Early Care and Education Conference. Santa Cruz County Child Care Planning Council. October 4, 2008, 8:30 a.m. - 4:30 p.m. Cabrillo College, Aptos, California.**

[The Central Coast Early Care and Education Conference “is produced by the ECE Conference committee of Santa Cruz County Child Care Planning Council, and sponsored by CCAEYC, PACE, and First 5 Santa Cruz County. The opening session will reflect the theme of the conference, Voices for Children. Representatives from the campaigns of state assembly and presidential candidates will speak on their positions on

family and children's issues. The League of Women Voters will moderate and take questions from the audience. Voter registration tables will be available during the day. The three sessions of workshops will feature several strands: infant/toddler, preschool, school age, and leadership. Some workshop sessions will be in Spanish, and the opening session and several workshops will be simultaneously translated for Spanish speakers. Last year over 300 ECE professionals attended the conference."

For more information: <http://www.childcareplanning.org/conference.html>

**38th Annual National Black Child Development Institute Conference. Our Future: Children in a Global Village. October 25-28, 2008. Hyatt Regency Atlanta, Georgia.**

[“The 38th Annual National Black Child Development Institute (NBCDI) conference is the leading professional development gathering for those working to improve the lives of children, youth, and their families. Every year thousands of educators and professionals in early care and education; elementary and secondary education and administration; child welfare and youth development; research; and local, state, and federal policy convene to gain knowledge and acquire the skills needed to ensure a quality future for all children and youth. The 2008 Annual Conference will provide over 150 seminars, forums and workshops led by renowned experts on child development issues.”]

For more information and to register: <http://www.nbcdi.org/conference/>

**24th Annual International Conference on Young Children with Special Needs and Their Families. Council for Exceptional Children, Division of Early Childhood. October 27-30, 2008. Hilton Minneapolis, Minnesota.**

[“The 24<sup>th</sup> Annual International Conference on Young Children with Special Needs and Their Families is the gathering place for all of us who work with and care about young children with disabilities and their families. We bring together those whose passion is to promote the very best outcomes for young children from birth through age eight. You can count on this conference to challenge your thinking with the latest research and practices for young children with disabilities and their families. In fact, this year's conference comprises some of the most outstanding professional development we have ever offered! New this year - we have identified two key 'hot topics': Response to Intervention and English Language Learners.”]

For more information and to register:  
<http://www.dec-sped.org/pdf/annualconference/Preliminary%20Program%20FINAL.pdf>

**The David and Lucile Packard Foundation: Children, Families and Communities grants. “Letters of inquiry and proposals are reviewed year-round. There are no submission deadlines.”**

[“The Children, Families, and Communities (CFC) Program works to ensure opportunities for all children to reach their potential. Our central goal is to achieve quality early education for all children through Preschool for California's Children. We also support two other ambitious goals: promoting access to Health Insurance for all children and implementing After-School Programs for all elementary and middle school-aged children in California.”]

For more information:

<http://www.packard.org/categoryList.aspx?RootCatID=3&CategoryID=63>